

## DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 2/Money Doesn't Grow on Trees

Course Code: ELA

### **COURSE INTRODUCTION:**

In the second grade, students continue to become independent readers and writers, able to conduct research, write reports, form opinions and write narratives recounting sequential events. Details describing actions, thoughts, and feelings will be included in the writing. These pieces will provide a sense of closure. A variety of topics gives students experience with rich literature, literary responses, opinion pieces, stories, letters, and explanations. Students build grammatical knowledge, practice reading for meaning, and collaborate in conversations. Use of online resources will support student learning. Students will experience folk tales, fables, stories, poems, and informational texts.

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| <p><b>UNIT DESCRIPTION:</b> In this unit of study, students will continue to become independent readers and writers, able to conduct research, write reports, form opinions and recount sequential events. They will gain economic knowledge about wants and needs as well as producers and products. Through the reading and writing activities and projects, students will gain mastery of economic concepts and practical applications.</p> <p><b>Diverse Learners</b></p> <p>Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <a href="http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf">http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf</a>. Resources based on the Universal Design for Learning principles are available at <a href="http://www.cast.org">www.cast.org</a>.</p> <p><a href="#">Provide Feedback</a></p> | <p><b>SUGGESTED UNIT TIMELINE:</b> 4 weeks</p> <p><b>CLASS PERIOD (min.):</b> 3 hours per week</p> |
| <p><b>ESSENTIAL QUESTIONS:</b></p>  |  |

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| <p>1. How are we producers and consumers?</p> <p>2. How are the things we need and want made?</p>          |  |                        |     |        |       |     |
|--|--|------------------------|-----|--------|-------|-----|
| ESSENTIAL MEASURABLE<br>LEARNING OBJECTIVES  | CCSS LEARNING GOALS<br>(Anchor<br>Standards/Clusters)  | CROSSWALK TO STANDARDS |     |        |       |     |
|  |  | GLEs/CLEs              | PS  | CCSS   | OTHER | DOK |
| 1. Students will be able to ask and answer knowledge level questions to show understanding of key details. | R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | R.1.H.2.a              | 1.5 | RI.2.1 |       | 1   |
|  |  | R.1.H.2.c              | 1.6 |        |       | 2   |
|  |  | R.3.C.2.a              | 3.5 |        |       |     |
|  |  | R.3.C.2.b              |     |        |       |     |
|  |  | R.3.C.2.c              |     |        |       |     |
|  |  | R.3.C.2.d              |     |        |       |     |
|  |  | R.3.C.2.e              |     |        |       |     |
|  |  | R.3.C.2.f              |     |        |       |     |
|  |  | R.3.C.2.g              |     |        |       |     |

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| 2. Students will describe steps in a process.   | R.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |                                     | 1.5<br>1.6        | RI.2.3 |  | 2      |
| 3. Students will identify meanings of content specific vocabulary.                                  | R.4: Interpret words, and phrases, as they are used in a text, including determining technical, connotation, and figurative meanings, and analyze how specific word choices shape meaning or tone.   | R.1.E.2.a<br>R.1.E.2.b<br>R.1.E.2.c | 1.5<br>1.6        | RI.2.4 |  | 1<br>2 |
| 4. Students will use various text features to locate information in the text.                       | R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relates to each other and the whole. | R.3.A.2                             | 1.5<br>1.6<br>3.5 | RI.2.5 |  | 3<br>2 |
| 5. Students will use illustrations and text structures to determine understanding of text elements. | R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as  | R.3.A.2                             | 1.5<br>1.6        | RI.2.7 |  | 1<br>2 |

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|   | in words.*  |   |                   |        |  |        |
|---|---|---|-------------------|--------|--|--------|
| 6. Students will compare and contrast between two texts.                    | R.9: analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  | R.1.H.2.b<br>R.1.I.2.a                                      | 1.5<br>1.6        | RI.2.9 |  | 2      |
| 7. Students will use the writing process to write an expository piece.      | W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | W.2.A.2<br>W.2.B.2.a<br>W.2.B.2.b<br>W.2.C.2.a<br>W.3.A.2.a | 1.8<br>2.1        | W.2.2  |  | 2      |
| 8. Students will use revising and editing to improve their writing.         | W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  | W.1.A.2.a<br>W.1.A.2.c<br>W.1.A.2.d                         | 2.2               | W.2.5  |  | 2      |
| 9. Students will a variety of digital tools to produce and publish writing. | W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with  | W.1.A.2.a<br>W.1.A.2.b<br>W.1.A.2.c                         | 1.8<br>2.1<br>2.2 | W.2.6  |  | 3<br>2 |

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|   | others.  | W.1.A.2.d<br>W.1.A.2.e<br>I.1.B.2 |            |        |  |   |
| 10. Students will decide in their groups what they want to find out about their research topic. | W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.   | W.3.A.2.a                         | 1.8<br>2.1 | W.2.7  |  | 2 |
| 11. Students will gather information from sources on a given topic.                             | W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.                         |                                   | 1.5<br>1.6 | W.2.8  |  | 2 |
| 12. Students will present key ideas through oral and multimedia presentations.                  | SL.4: Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audiences. | R.1.H.2.d<br>L.2.A.2              | 1.5<br>1.6 | SL.2.4 |  | 2 |

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| 13. Students will speak in complete sentences about a given topic.                            | SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  | L.2.A.2  | 2.1        | SL.2.6   |  | 1 |
| 14. Students will use proper grammar and conventions when speaking.                           | L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | W.2.C.2.b<br>W.2.E.2.d                           | 2.2        | L.2.1.a<br>L.2.1.b<br>L.2.1.c<br>L.2.1.d<br>L.2.1.e<br>L.2.1.f |  | 1 |
| 15. Students will use proper grammar and conventions when writing.                            | L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | W.2.E.2.b<br>W.2.E.2.c<br>W.2.E.2.e<br>W.2.E.2.f | 2.2        | L.2.2.a<br>L.2.2.d<br>L.2.2.e                                  |  | 1 |
| 16. Students will use content specific vocabulary correctly in conversations and discussions. | L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career | R.1.E.2.a<br>R.1.E.2.b<br>R.1.E.2.c              | 1.5<br>1.6 | L.2.6  |  | 2 |

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|   | <p>readiness level;<br/>demonstrate<br/>independence in<br/>gathering vocabulary<br/>knowledge when<br/>encountering an<br/>unknown term<br/>important to<br/>comprehension or<br/>expression.</p> |  |  |  |  |  |
| <p><b>ASSESSMENT DESCRIPTIONS*:</b> (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc. )</p> <p>Formative assessments for this unit of study are intended to include regular, informal checks of student progress. The formative assessments can be through teacher observation, teacher/student conferences, monitoring daily/weekly writing in journals, collecting samples of student work created in the unit's activities, or peer assessment.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Teacher assesses student understanding by asking individual students who, what, when, where or why questions to check comprehension and recall from story or to check sequencing of steps in a process.</li> <li>Teacher assesses student progress with conventions of print, handwriting legibility, character traits, etc. by conferencing with students about each one's Reading Response Journal entries</li> <li>Peer assessment including feedback that students give each other during peer reading or collaborative activities.</li> </ul> <p>Summative assessments for this unit of study are intended to include larger, comprehensive checks of student progress. Summative assessments can be developed by the teacher along with teacher created rubrics and scoring guides. Summative assessments can include student created oral or written presentations, student created artifacts, or teacher-created tests.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Use a teacher created rubric and scoring guide of student expository writing that includes communication and social studies goals for the project. Develop a scoring guide to assess students with mastery level expectations. Collect the charts and how-to books for student portfolios.</li> </ul> |  |  |  |  |  |  |



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- Use the graphic organizer created in this activity as an assessment. Students should demonstrate mastery of correct sequencing of steps in a process.
- Collaborative group presentations of producers/consumers will be used. The multimedia research/writing projects will include a variety of communication arts and social studies learning goals which can be assessed through the presentations of the project.
- Students draft an informational piece showing knowledge of grammar and conventions as well as knowledge of wants vs. needs.
- Use a teacher created rubric and scoring guide of student expository writing (how-to book) that includes communication and social studies goals for the project. Develop a scoring guide to assess students with mastery level expectations.

**\*Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above ( i.e., Grade Level/Course Title/Course Code, Unit #.)**

| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)   |
|--------|--|
| 3      | 1. Teacher leads a whole class discussion about what makes us producers and what makes us consumers. Introduce vocabulary (producer, consumer, natural resources, products, etc. ) by creating an anchor chart with students that can be referred to and added to throughout the unit. Introduce the topic of study  |
| 1      | 2. Teacher reads aloud, How to Make an Apple Pie and See the World. Pausing to ask who, what, when, where, and why questions to gain understanding of text. Pull important words and phrases from text that relate to producers, consumers, products, and natural resources to identify the meaning and to further discuss the meaning both in and out of context. |
| 2<br>7 | 3. Teacher models a flow chart graphic organizer and leads a whole class activity sequencing the steps in a process using the book, How to Make an Apple Pie and See the World. Students will use the graphic organizer and a template for their own writing research topic.   |
| 7      | 4. Teacher establishes student groups and gives various mini-lessons on research skills needed by the students.  |

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| 4<br>5<br>6<br>7<br>8<br>9<br>10<br>11<br>15 | <b>5. Teacher facilitates as student groups research the production of various products and create how-to books of their information.</b>  |
| 12<br>13<br>14<br>16                         | <b>6. Teacher gives various mini-lessons on presentation skills and then facilitates a student groups present their product information to the class.</b>  |
| <b>Obj. #</b>                                | <b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>  |
| 3  | <b>1. Students discuss economic concepts with the teacher and begin a personal vocabulary list in their journals using the words introduced by the teacher and then add to it during the unit.</b> |
| 1  | <b>2. Students write notes in their journals about the book read by the teacher after hearing it read aloud.</b>   |
| 2<br>7                                       | <b>3. Students will complete a flow chart graphic organizer sequencing the steps in a process from the book, How to Make an Apple Pie and See the World.</b>                                       |
| 7  | <b>4. Students brainstorm within their groups to decide which products to research and what they want to discover.</b>   |
| 4  | <b>5. Students will work in groups to research a product and how it is produced. They will use books, digital resources, interviews,</b>   |

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| 5<br>6<br>7<br>8<br>9<br>10<br>11<br>15  | <b>etc. to create their own How-To book (expository text).</b>  |
| 12<br>13<br>14<br>16   | <b>6. Students will present their multimedia project to the class describing how their product was produced, what natural resources were used, and identifying the producers and consumers.</b> |
| <b>UNIT RESOURCES: (include internet addresses for linking)</b><br><br><b>How to Make an Apple Pie and See the World</b><br><br><b>How to Make a Cherry Pie and See the U.S.A.</b><br><br><br><b>Charlie Needs a Cloak</b><br><br><b>GR title: George Washington Carver</b><br><br><b>PBS Mister Rogers Neighborhood Videos How People Make Things: How Crayons are Made, How Tennis Shoes are Made, etc.</b><br><br><a href="http://pbskids.org/rogers/picpic.html">http://pbskids.org/rogers/picpic.html</a><br><br><b>Brain Pop, Jr.-Needs and Wants, Goods and Services, and Saving and Spending</b> |   |

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